

School Report 2021

Western Australian College of Agriculture - Narrogin



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Understanding the Annual Report

The Annual Report provides parents, caregivers and members of the community with an overview of the WA College of Agriculture – Narrogin’s performance over the past year. It provides information about student academic performance, attendance, school programs and staff development. This report is a small component of the total reporting process that the College undertakes. As an Independent Public School, the WA College of Agriculture - Narrogin develops a Business Plan together with an Operational Plan. The Principal has entered into a Performance Agreement with the Director General. This Plan and Agreement has been endorsed by the College Board. The 2021 Annual Report reflects the College’s Priorities and Targets, as outlined in the 2020 - 2022 WA College of Agriculture - Narrogin Business Plan. These documents should be read in conjunction with student reports, newsletters and other College publications to gain a clear understanding of the College Purpose.

Vision

To be a provider of choice for secondary education and training in selected agricultural and related trades industries.

Mission

To graduate well rounded individuals with the necessary knowledge, skills and attitudes to contribute to society.

Purpose

To provide an environment where students are encouraged to seek personal excellence and achieve their individual potential.

To provide opportunities for students to achieve an Australian Tertiary Admissions Rank (ATAR), Secondary Graduation (WA Certificate of Education) and nationally recognised vocational qualifications within the context of selected agricultural and related industries.

To provide opportunities that assist students to access employment and/or further education/training.

To provide opportunities for students to develop attitudes and skills that enable them to contribute to their communities.

College Expectations

PERSONAL EXCELLENCE

Students will complete their education and training to the best of their abilities across all settings. They will complete their assessments and training by due dates, as outlined by each course.

UNITY

Students will participate in College events and represent the College in the wider community, with confidence. They will adhere to the Dress Code and take pride in their personal appearance. Students will acknowledge their own success and that of others, in a positive manner.

RESPECT

Students will learn without verbal or physical harassment from others. They will act in a courteous and respectful manner at all times. Students will respect the property of others and the facilities of the College.

RESPONSIBILITY

Students will learn in a safe environment. They will ensure that their personal conduct and habits reflect positively on the College community

From the Principal

It is my pleasure to present to you the 2021 Annual Report for Western Australian College of Agriculture Narrogin. I acknowledge the ongoing work of the staff and school community, who have continued to support us to ensure our student's success.

The 2021 school year began in an unsettled fashion due to the impact of COVID-19. This meant that the College hit the ground running when students returned for Term 1. Masks, hand sanitiser, social distancing and additional cleaning, became part of the new normal.

We are very fortunate to be part of a community that bands together in times like these. With the support of the greater WACoA Narrogin community, our staff and students were able to push through and proved their resilience across the year by adapting and working within the ever-changing environment.

In 2021 we have been preparing elements for the new Business Plan (2023-2025) we will be creating this over 2022. This Business Plan will guide our direction for the next 3 years and will include a more rigorous risk management model, something that has become more necessary as our awareness is raised of risk issues - beyond the traditional WHS situations.

As in previous years, we continually measure our students' individual and collective successes across a number of domains. I would like to formally acknowledge the recipients of the special 2021 student awards for each subject area. We congratulate these students on their impressive work ethic, leadership, citizenship and teamwork. Congratulations are extended to Jack Costa, Colby Wisewold, Luke Bell and Lachlan Tulley – Top Student in each Trade section; Colby Wisewold, Jade Hutton, Tealah Hawke, Luke Bell, Yazmin Bulpitt, Ethan Nairn-Smith, Lachlan Tulley, Jack Costa and Joe Murnane – Top Student and Notable Achievement in Class; Tealah Hawke, Jayman Bairstow, Austin Shotter, Byron Painter, Braiden Tassone and Joe Murnane – Top Student on Farm.

Sponsored Awards went to Luke Bell – Highest Achiever on Farm, Jack Costa – Highest Achiever in Class (non-ATAR), Lachlan Tulley - Highest Achiever in Trades, Liam Blechynden - ADF Future Innovators Award, Lachlan Tulley - ADF Long Tan Youth Leadership and Teamwork Award, Liam Blechynden - Ampol Best All-Rounder, Luke Bell - VET Dux and Colby Wisewould – Elders ATAR Dux.

Considerable work was done towards the end of 2020, under Ms Walker's guidance, in developing a strong student leadership team. This work continued in 2021 and specific roles and responsibilities have been assigned to Prefects, Dorm Captains and the newly appointed Sport Captain. Our weights room saw a major upgrade and is managed by the student Gym Committee. A dedicated band of Year 10 and 11 students took responsibility for constructing a BMX track and re-marking the cross-country track. Allowing students to be involved in school projects is integral to them developing a sense of ownership, resilience when faced with design failures and patience when dealing with 'red tape' obstacles!

When I reflect on my first year as principal at WACoA-Narrogin, I am amazed at the number of memorable moments I have to choose from, to highlight in this Annual Report. The College Ball, our crazy Wellbeing Day activities, spending a week in Perth with the Royal Show team, the Year 12 Graduation and numerous wins in Agricultural competitions.

I am extremely grateful to have been afforded the opportunity to lead this College and become part of its long and successful history, celebrated and cherished by past and present students and staff. The fact the families continue to enrol their students with us, and that graduates find themselves sought after for employment is testament to the outstanding work we do as a community.

In closing, I would like to acknowledge the contributions and guidance provided by our College Board, Agricultural Advisory Committee and P&C.

Clare Roser
Principal

2021 HIGHLIGHTS



P&C Scholarship



Suffolk Competition, Wagin Woolorama



2021 Waratah Inter-Ag School Fencing Challenge, Dowerin Field Days



Harvey Beef Gate 2 Plate



WA State Ag School Sheep Handling Challenge, 2021 Rabobank WA Sheep Expo & Ram Sale in Katanning

School Report 2021

Western Australian College of Agriculture - Narrogin

School Overview

The Western Australian College of Agriculture Narrogin has a long and proud history of servicing the agricultural community of Western Australia. Established in 1906, Narrogin is the oldest agricultural College in the state and consistently ranks in the Top Public Schools for Vocational Education and Training. Students in years 10 through to 12 enrol from all over the state and the majority board on site in attractive residential facilities with individual air conditioned rooms.

The course is centred on agriculture and related trades and students have access to education and training in industry relevant facilities. The theory of agriculture learned in the class program is coupled with practical skills developed on the College's 1340 hectare farm which operates a number of commercial scale enterprises. Students enjoy a varied week with full days out of the class environment and rostered to either farm or the trades workshops.

The College operates as a Registered Training Organisation and is fortunate to have a significant Trade Training Centre offering training in engineering, automotive, building & construction and furnishings (woodwork) up to certificate II level. Students are able to tailor a program from pathways which culminate in the Western Australian Certificate of Education with the possibility of generating an ATAR score along with a range of other qualifications. Students have access to option programs in equine studies, Certificate III in Agriculture, butchering and a variety of wool industry qualifications.

On graduation, students find themselves directly employed in a range of occupations, including as apprentices and trainees. A number of students pursue tertiary study in areas such as Agriculture and Agribusiness.

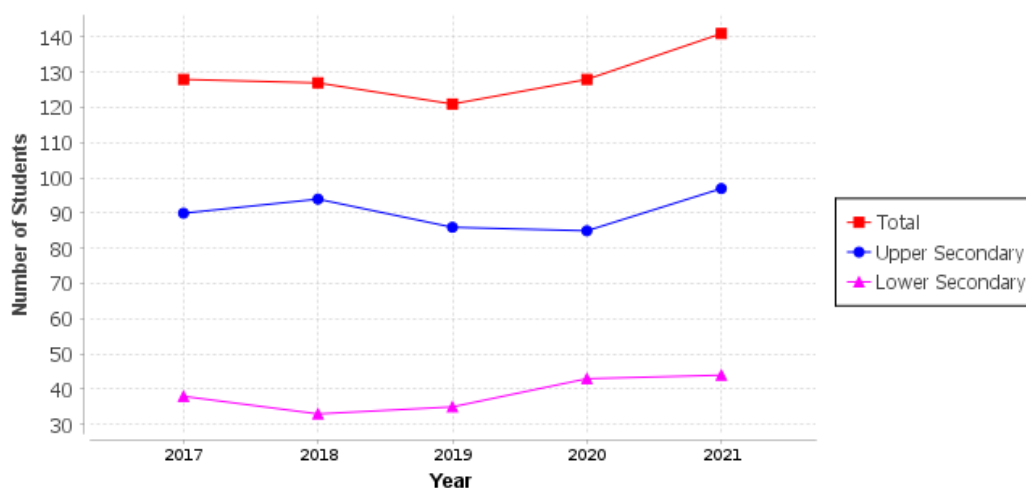
Attendance at the WA College of Agriculture Narrogin is by application and prospective students must meet a selection process. A range of scholarships and financial subsidies are available to assist with fees.

Student Numbers and Characteristics

Secondary (Semester 2 2021)

	Y10	Y11	Y12	Total
Full Time	44	43	44	131

Semester 1 Student Numbers



TRENDS

Semester 1	2017	2018	2019	2020	2021
Lower Secondary	38	33	35	43	44
Upper Secondary	90	94	86	85	97
Total	128	127	121	128	141

CHARACTERISTICS

	Secondary
Male	93
Female	48
Aboriginal	3
Non-Aboriginal	138
TOTAL	141

WA College of Agriculture Narrogin continued to have strong interest particularly in the year 10 cohort where the number of suitable applicants exceeded the number of places in the course. The ultimate aim remains to grow the number of year 11 and 12 students. Students leaving from year 10 or 11 at the end of the year do so largely to employment and apprenticeships which is seen as a positive outcome and a reflection of the quality of the students and the learning programs at WACoA Narrogin.

Workforce Composition 2021

	No.	FTE	AB'L
Principals	1	1.0	0
Deputy Principal	1	1.0	0
Heads of Department	3	2.3	0
Program Coordinators	1	0.3	0
Total Admin Staff	6	4.6	0
Other Teaching Staff	10	7.0	0
Total Teaching Staff	10	7.0	0
EA's	2	1.7	
Clerical/Admin	12	10.9	0
Gardening/Maintenance	31	26.2	0
Total School Support Staff	45	38.8	0
TOTAL	61	50.4	0

Comments:

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Student Attendance

Whole of School Attendance 2021 Data

	Total		
	School	Like Schools	WA Public Schools
2019	91.7%	93%	86.8%
2020	92.1%	94.7%	87.3%
2021	85.8%	91.7%	84.4%

Attendance Data – Secondary Year Levels

	Y10	Y11	Y12
2019	92%	92%	91%
2020	92%	93%	91%
2021	89%	85%	84%
WA Pubic Schools 2021	82%	83%	84%

We currently have two designated Attendance Officers on our Student Services team and office staff continue to regularly monitor student attendance.

Strategies to improve attendance continued to be implemented during the 2021 school year.

Traditionally, having a residential component to the College enabled attendance rates across all year levels to exceed rates of WA Public Schools. Due to COVID protocols implemented for residential environments, students were required to leave residential accommodation and return home if they exhibited any 'COVID-like' symptoms. This along with higher levels of anxiety due to the pandemic, resulted in the noted reduction in attendance. Student absences were tracked and those with engagement difficulties were fast tracked to student service intervention.

Student Achievement and Progress

OLNA

OLNA – 2021 Report

Of 46 total Year 12 students, 41 achieved all three OLNA categories by the end of 2021. This generated an overall pass rate of 89%. An individual break-down of the final OLNA results is as follows:

For Numeracy we had a 100% success rate

For Reading we had a 98% success rate

For Writing we had an 89% success rate

Entering the College in 2019, only 8.5% of this cohort had prequalified for the OLNA. This meant a total improvement rate of 81.5% over their three years year. Every student, even those that did not meet all three categories, showed improvement in their OLNA results between enrolment and graduation.

Year 12 Outcomes

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2019	45	93%
2020	31	97%
2021	46	89%

Though the College's WACE achievement is above Like Schools (82%) and the State (70%), 2021 saw a reduction in the percentage of students achieving their WACE compared to previous years. This can be directly related back to those students not achieving their OLNA Writing standard. It should be noted that 100% of students met the C Grade requirement for WACE eligibility.

Year 12 Pathways

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other	
					Verified	Unverified
2019	48	0 (0.0%)	9 (18.8%)	36 (75.0%)	3 (6.3%)	0 (0.0%)
2020	32	0 (0.0%)	10 (31.3%)	21 (65.6%)	1 (3.1%)	0 (0.0%)
2021	49	0 (0.0%)	12 (24.5%)	34 (69.4%)	3 (6.1)	0 (0.0%)

Due to the small cohort, ATAR participation has varied considerably over the past 3 years, though longitudinally there is a gradual increase of ATAR participation rates. Students not in the ATAR pathway continue to follow a General pathway consisting of courses and VET qualifications.

Highest Level of Year 12 Qualification Achieved (of VET enrolled students)

	Certificate III		Certificate II		No certificate completed	
	Number	Percentage	Number	Percentage	Number	Percentage
2019	20	42%	25	52%	3	6%*
2020	14	39%	16	44%	6	17%*
2021	16	33%	30	63%	2	4%*

The number of Certificate III qualifications achieved by students has declined each year for the past 3 years which can be mainly attributed to the impact of COVID due to interruptions to the training schedule and general impact on student engagement.

* Non-completion of qualifications can be attributed to students taking up employment opportunities prior to completion of Year 12.

Post School Destination

2021 Graduate Destination Data

	Y12 Students	Employment	Apprenticeship/ Traineeship	Full Time Training	University	Looking for Work	Unknown
2019	46	30 (65%)	6 (13%)	2 (4%)	2 (4%)	4 (9%)	2 (4%)
2020	30	22 (53%)	5 (17%)	0 (0%)	0 (0%)	0 (0%)	2 (6%)
2021	49	28 (58%)	13 (26%)	1 (2%)	2 (4%)	2 (4%)	3 (6%)

Graduate destination data continues to demonstrate that students are highly employable post-year 12. Over the last 3 years, more than 70% of students are in employment within 3 months of graduation, with over 70% of those jobs/apprenticeships in Agriculture or related fields. The number of students entering university has remained steady, with several students each year deferring to later years.

National School Opinion Survey 2021

Parents, students and staff are surveyed biannually as part of the National School Opinion Survey process (NSOS).

This is to collect feedback on College performance and to assist in identifying areas for improvement. The following comments typify those made by parents in the surveys.

What parents thought the College did well:

- Provide students with a diverse education.
- Teachers expect students to do their best.
- Excellent facilities, especially Trade Centre.
- Variety of Certificate courses available.
- Positive shift towards positive behaviour support for students.
- Student voice has been prioritised.
- Improvement in stopping bullying behaviours.

What parents thought the College needs to improve:

- Approachability of some staff is lacking.
- Inconsistent feedback given to students.
- Inconsistent feedback to parents when there are issues.
- Consistency of discipline in Residence is not good.

Actions based on feedback:

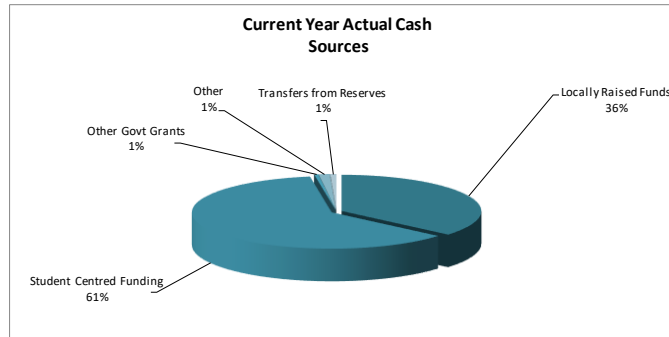
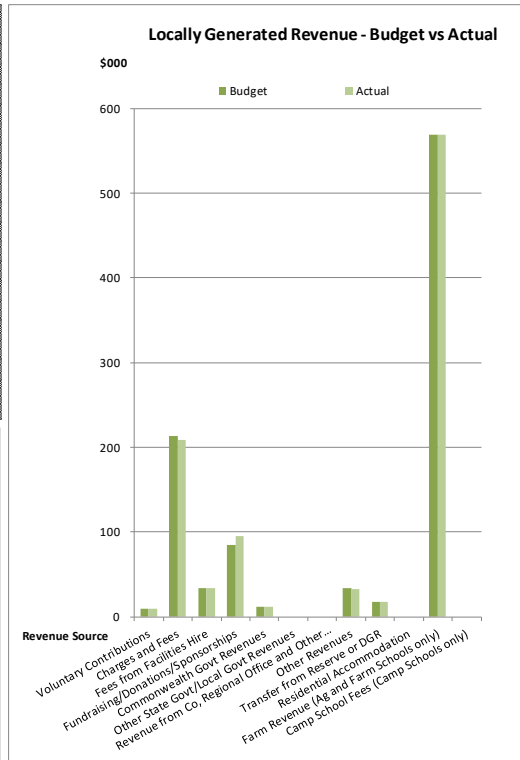
- Include more information detailing College events, in a timely manner.
- Make more use of social media to promote the College.
- Revisit Residential Guidelines to ensure all staff are following correct processes.
- Continue to promote STYMIE as a means of reporting issues, anonymously (parents and students).
- Provide professional development for all staff in Mental Health training and Respectful Relationships.

School Income by Funding Source

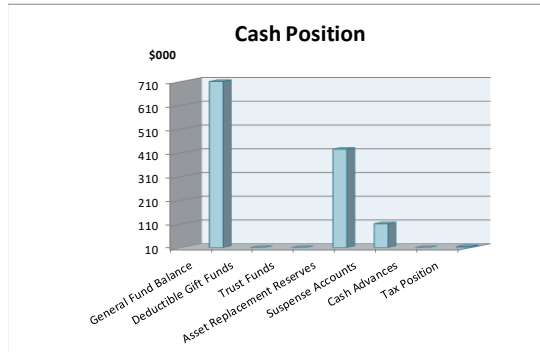
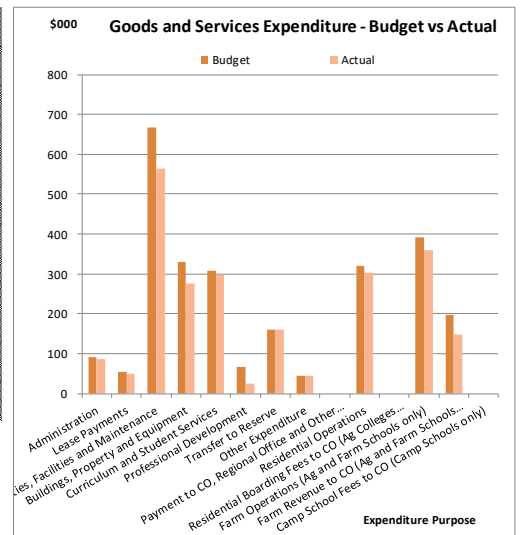


WACO - Narrogin
Financial Summary as at
31st December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 9,400.00	\$ 9,012.50
2 Charges and Fees	\$ 212,870.00	\$ 208,490.52
3 Fees from Facilities Hire	\$ 34,200.00	\$ 34,064.91
4 Fundraising/Donations/Sponsorships	\$ 84,430.00	\$ 95,519.65
5 Commonwealth Govt Revenues	\$ 12,000.00	\$ 12,051.00
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 33,918.00	\$ 32,705.76
9 Transfer from Reserve or DGR	\$ 18,000.00	\$ 18,000.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ 569,400.00	\$ 569,470.85
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 974,218.00	\$ 979,315.19
Opening Balance	\$ 492,243.00	\$ 492,243.40
Student Centred Funding	\$ 1,549,620.88	\$ 1,549,465.88
Total Cash Funds Available	\$ 3,016,081.88	\$ 3,021,024.47
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 3,016,081.88	\$ 3,021,024.47



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 90,310.00	\$ 86,570.98
2 Lease Payments	\$ 53,000.00	\$ 49,697.25
3 Utilities, Facilities and Maintenance	\$ 667,720.00	\$ 562,592.41
4 Buildings, Property and Equipment	\$ 330,200.00	\$ 275,352.09
5 Curriculum and Student Services	\$ 307,303.00	\$ 296,896.28
6 Professional Development	\$ 66,500.00	\$ 24,792.36
7 Transfer to Reserve	\$ 160,000.00	\$ 160,000.00
8 Other Expenditure	\$ 45,153.00	\$ 45,457.72
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10 Residential Operations	\$ 319,700.00	\$ 302,370.80
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ 392,450.00	\$ 360,561.09
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ 196,220.00	\$ 146,999.60
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 2,628,556.00	\$ 2,311,290.58
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 2,628,556.00	\$ 2,311,290.58
Cash Budget Variance	\$ 387,525.88	



Cash Position as at:	
Bank Balance	\$ 1,259,533.69
Made up of:	
1 General Fund Balance	\$ 709,733.89
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 424,750.21
5 Suspense Accounts	\$ 110,784.59
6 Cash Advances	\$ (400.00)
7 Tax Position	\$ 14,665.00
Total Bank Balance	\$ 1,259,533.69

Our key priorities for 2020-2022 align to the Department of Education Building on Strength – future directions for the Western Australian public school system; Strategic Directions for Public Schools 2020-2024 and the annual Focus documents.

For each priority area, a number of targets and milestones for improvement were set, along with strategies to achieve them.

2022 will be the final year of the current Business Plan.

Identified school priority	Progress against priority			Planned actions
	Not Yet Commenced	Work in Progress	Achieved	
<p>HIGH CARE</p> <ul style="list-style-type: none"> • Caring for students' wellbeing. • Caring for students' progress across their learning program. 		✓	✓	<ul style="list-style-type: none"> • Increase focus on improving attendance including in student services meetings. • Review supervision of students during residential time and ensure activities are engaging to prevent idle down time and lessen incidents of avoidable damage to equipment and facilities (including vandalism). • Implement recommendations from recent external Residential Review report.
<p>HIGH PERFORMANCE</p> <ul style="list-style-type: none"> • Provide every student with a pathway to a successful future. • Use evidence to drive decision-making at all levels of the system. • Strengthen support for teaching and learning excellence in every classroom. • Build the capability of all staff. • Partner with families, the community and agencies to support the engagement of every student. 		<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> • Reinvigorate literacy and numeracy committees and align planning with current cohort needs. • Staff to participate in Teachwell PD. • Early intervention for students at risk of not attaining Certificate II in Agriculture and Certificate II in Trades (2x) to be a priority. • Promote Certificate III in Agriculture and Certificate II in Horse Care. • Provide additional support for students seeking ATAR pathway. • Engage with the local aboriginal community and promote the opportunities for aboriginal students within the Agricultural College environment. • Ensure a culturally responsive approach to teaching and learning is part of everyday practice. • Routine surveys about the effectiveness of the Ag Advisory and College Board.